



Virtual Session 3: Crafting a Compelling Narrative

**Telling Your Story through Data:
A Deep Dive into Process**



DISCLAIMER

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YOUR FACILITATORS



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Education Specialist

POLLS



Please respond to each of the following:

Have you interacted on the discussion board?

☐ Yes ☐ No

Have you downloaded any tools?

☐ Yes ☐ No



AGENDA: WHAT TO EXPECT

- Three live webinars
- Interactive sessions
 - Discussion Board immediately following webinar from 2:00-2:30pm Eastern Standard time
- Links to Y4Y resources
- Peer networking



HOUSEKEEPING



YOU FOR YOUTH



- Tell us if you are sharing a computer
- Chat box
- Web recording

SESSION OBJECTIVES

- Describe the successes and challenges faced in reaching goals
- Use Y4Y tools to develop a data narrative
- Present data story in a compelling narrative



WEBINAR 2 REVIEW



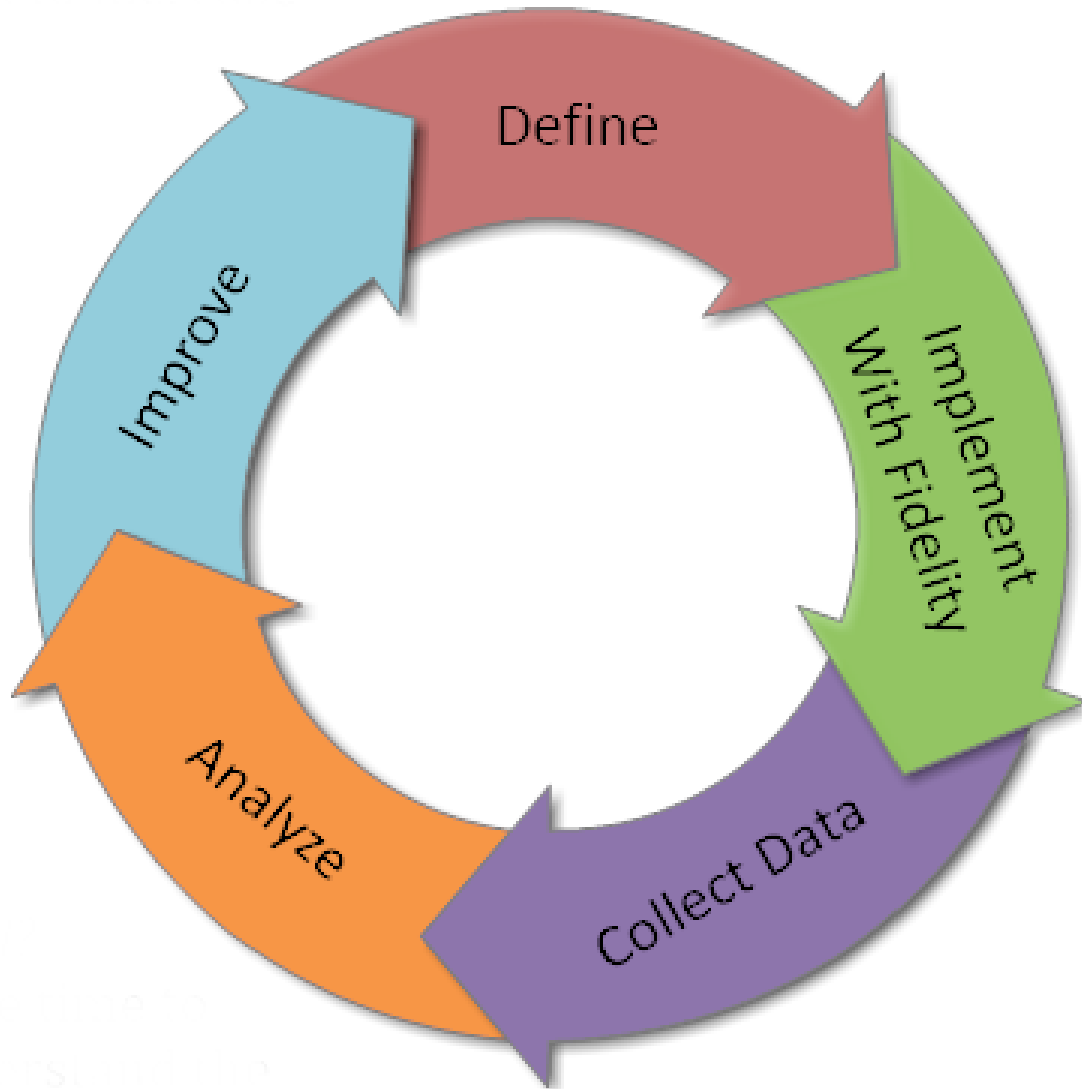
YOU FOR YOUTH

- Reviewed the process of collecting data
- Practiced analyzing data as a data detective
- Made improvements for future goal setting





CONTINUOUS IMPROVEMENT PROCESS




- Define
- Implement with Fidelity
- **Collect Data**
- Analyze
- Improve

DATA COLLECTION



- Activity Observation Checklists
- Portfolios
- Rubrics
- Surveys
- Staff Supervision Checklists

 You for Youth | Summer Learning 1

Activity Observation Checklists



Leaders and activity developers should work together to determine the indicators that demonstrate high quality in activities and adherence to the design of each activity. Not every activity will have the same indicators. For example, one activity may be designed with a ratio of 1:10 because research indicates that it is at that ratio where most positive outcomes can be expected. Another activity may not require that low of a ratio. There are two samples of Checklists below which you can customize for your own activities. The first is designed for an academic activity and the second for an academic enrichment activity. The data from these observations should be used to guide continuous improvement.

Site/Center: _____ Date: _____ Observer: _____

Activity: Math Room: _____

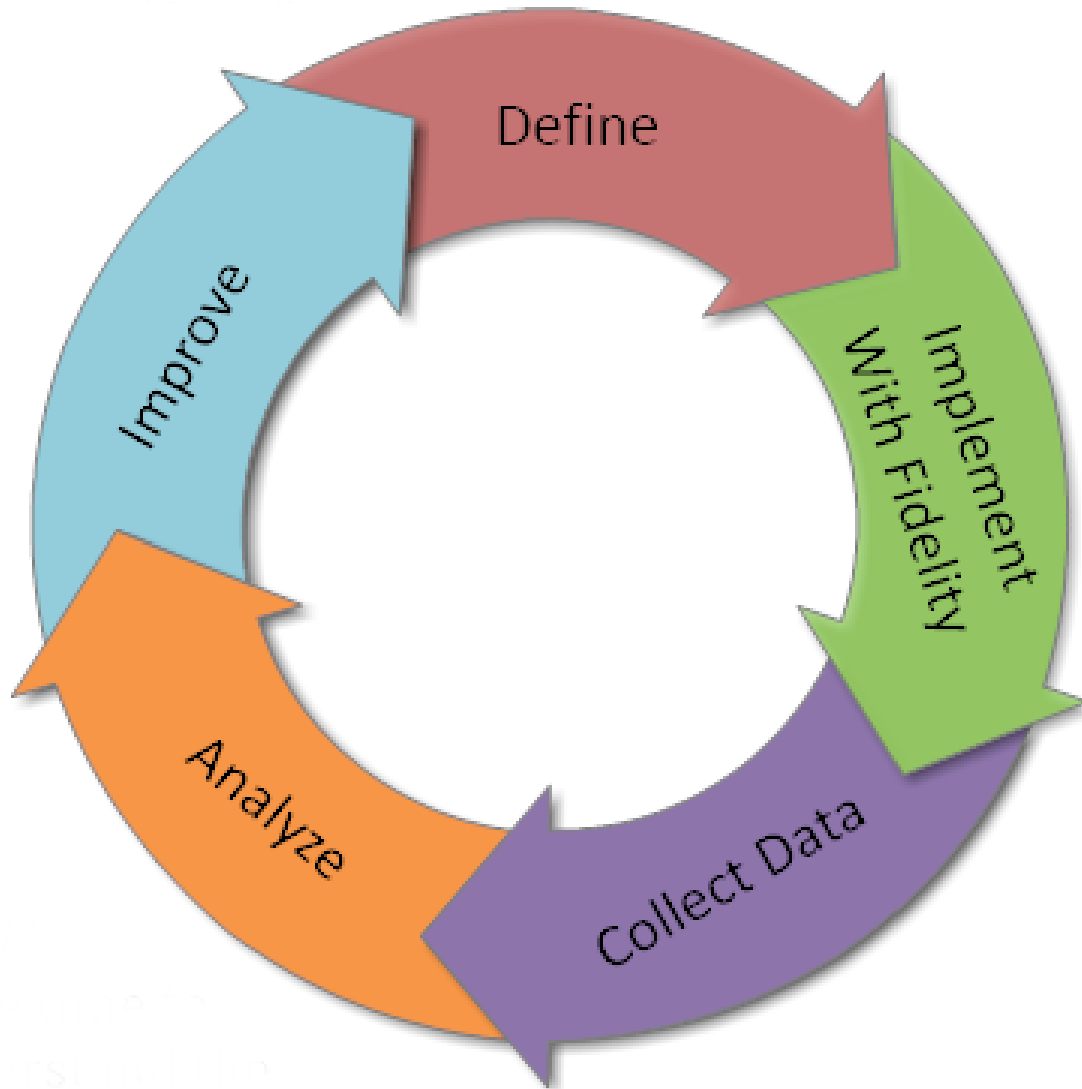
Activity Observation Checklist

Rating 1=Low 2=Medium 3=High	Indicators	Notes
	Adherence to and Quality of the Activity as designed – Program components are implemented as prescribed.	
	<i>Activity focus is on targeted skills:</i> <ul style="list-style-type: none">• Skill set #1: Numbers, Operations, and Quantitative Reasoning• Skill set #2: Patterns, Relationships and Algebraic Reasoning	
	<i>Every student is participating in one of 3 stations:</i> <ul style="list-style-type: none">• Students engaged in small group CGI intervention with teacher• Students participating in computer program intervention• Students participating in an interactive learning activity	
	<i>Required materials/resources available:</i>	
	<i>Laptops 1 for every student</i>	
	<i>SMART Boards</i>	
	<i>Math software programs</i>	
	<i>Instructional resources (will include one of following):</i> <ul style="list-style-type: none">• Base Ten Blocks• Manipulatives• Math Games	

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CONTINUOUS IMPROVEMENT PROCESS



- Define
- Implement with Fidelity
- Collect Data
- **Analyze**
- Improve



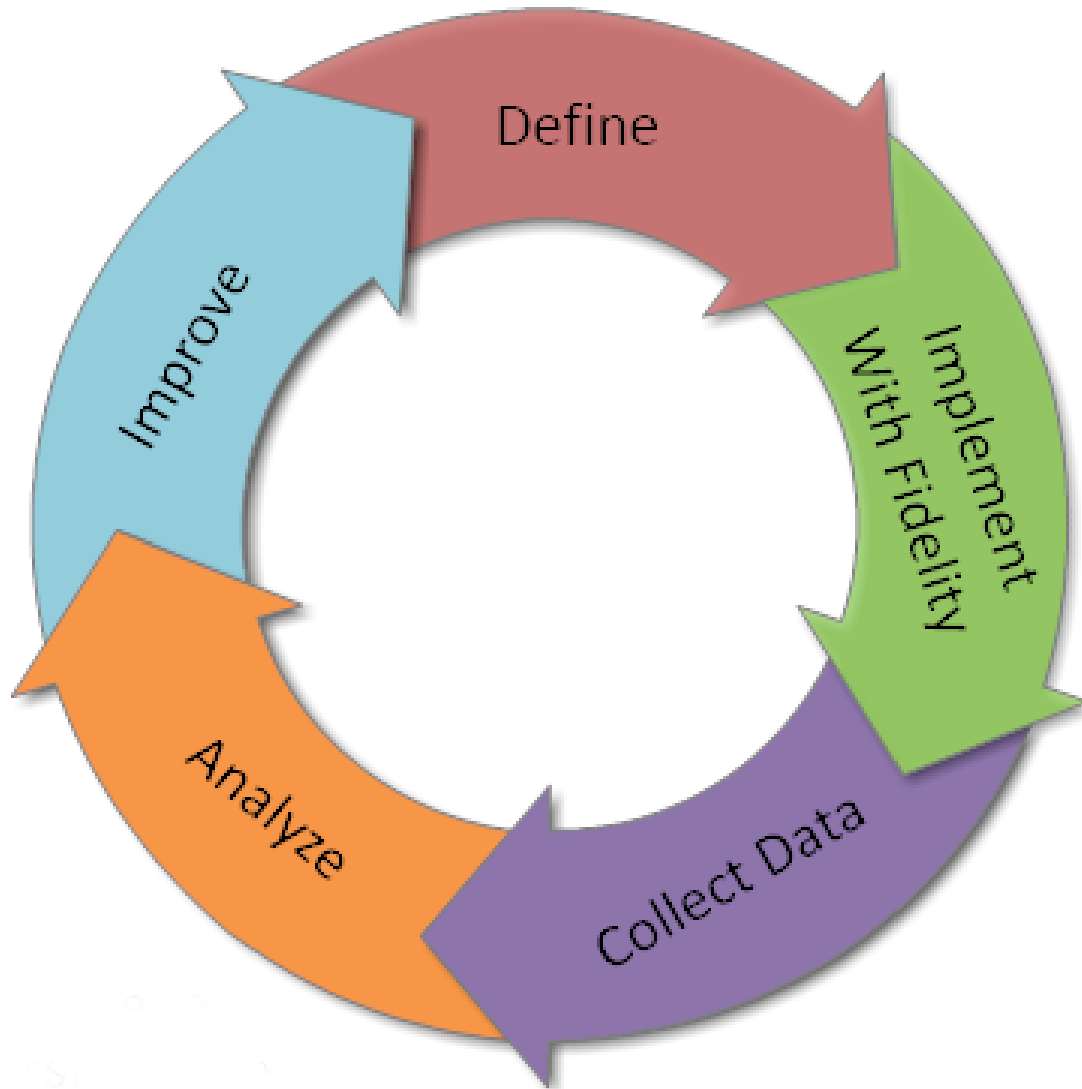
DATA DETECTIVE

What would we want to know about the 13% of students that achieved less than year or reading growth in a regular school year?





CONTINUOUS IMPROVEMENT PROCESS



- Define
- Implement with Fidelity
- Collect Data
- Analyze
- **Improve**

IMPROVE



- What did work?
- What can I tweak and refine?
 - Expand dosage for comprehension activities
 - Incorporate more comprehension activities
 - Target students in need more efficiently



TELLING YOUR STORY



- Who is your audience?
- What visuals best support your story?
- How will you deliver your story to your audience?



CONSIDER YOUR AUDIENCE

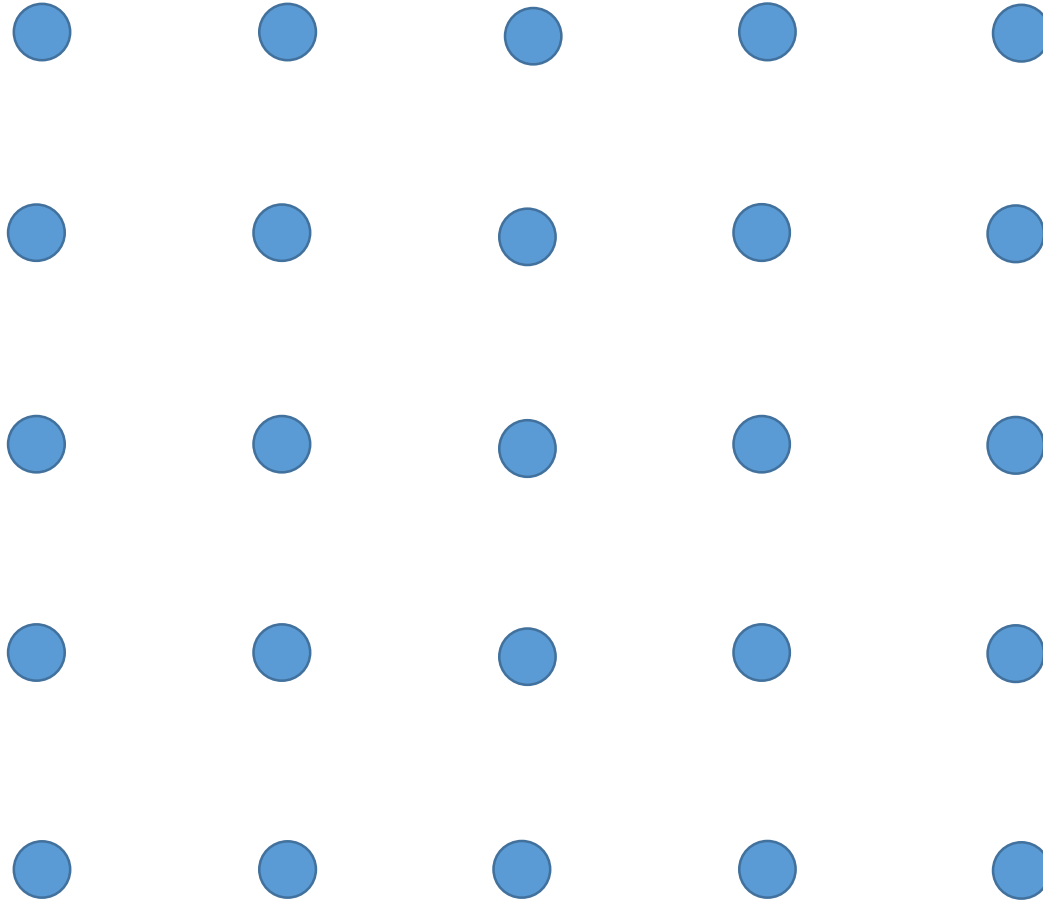
- Should you be simpler or more technical?
- Should you be selective or provide as much information as possible?
- What takeaway should you emphasize?
- How will you get your message across?



VISUAL PERCEPTION

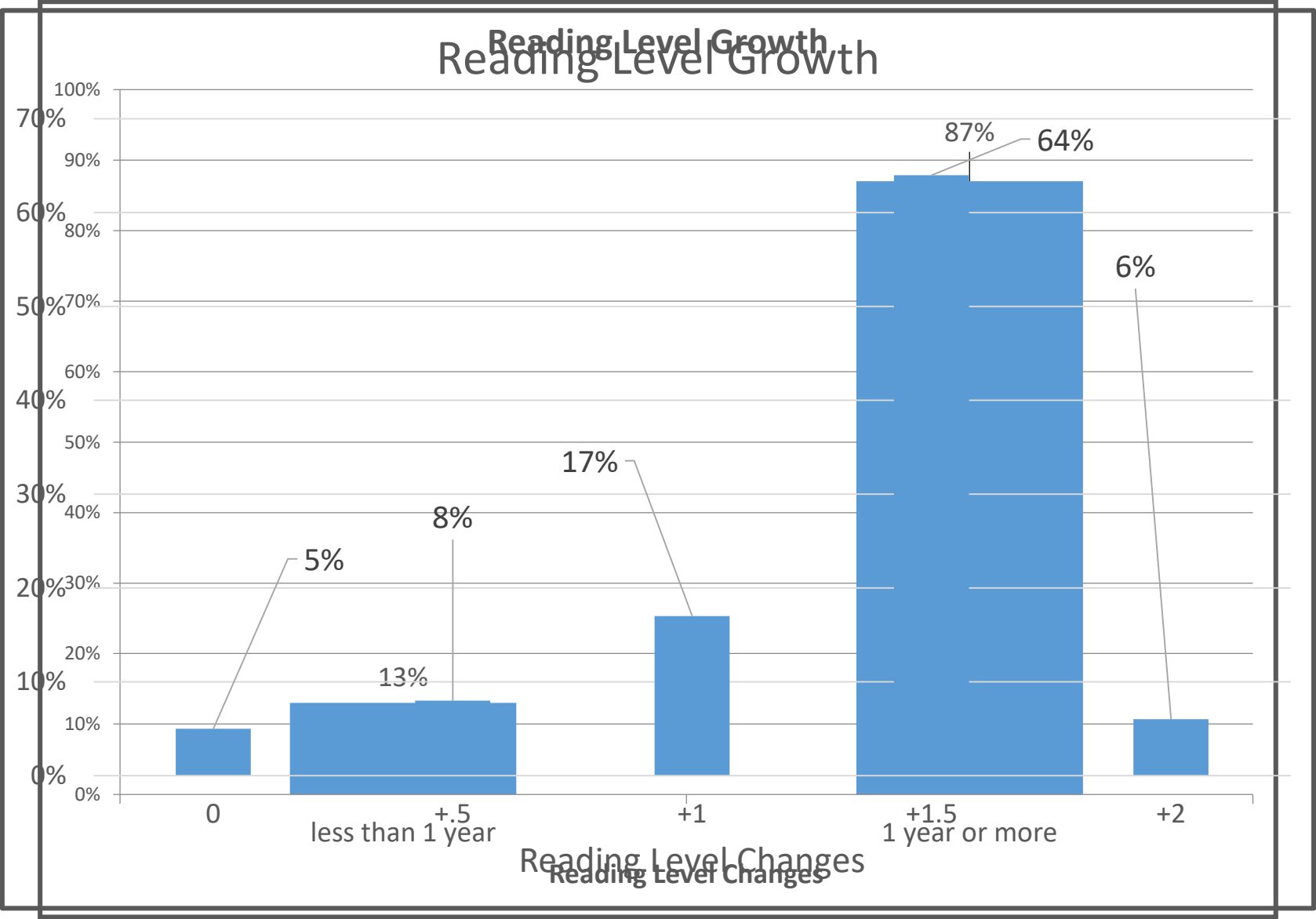
Gestalt Laws

- Proximity
- Enclosure
- Similarity





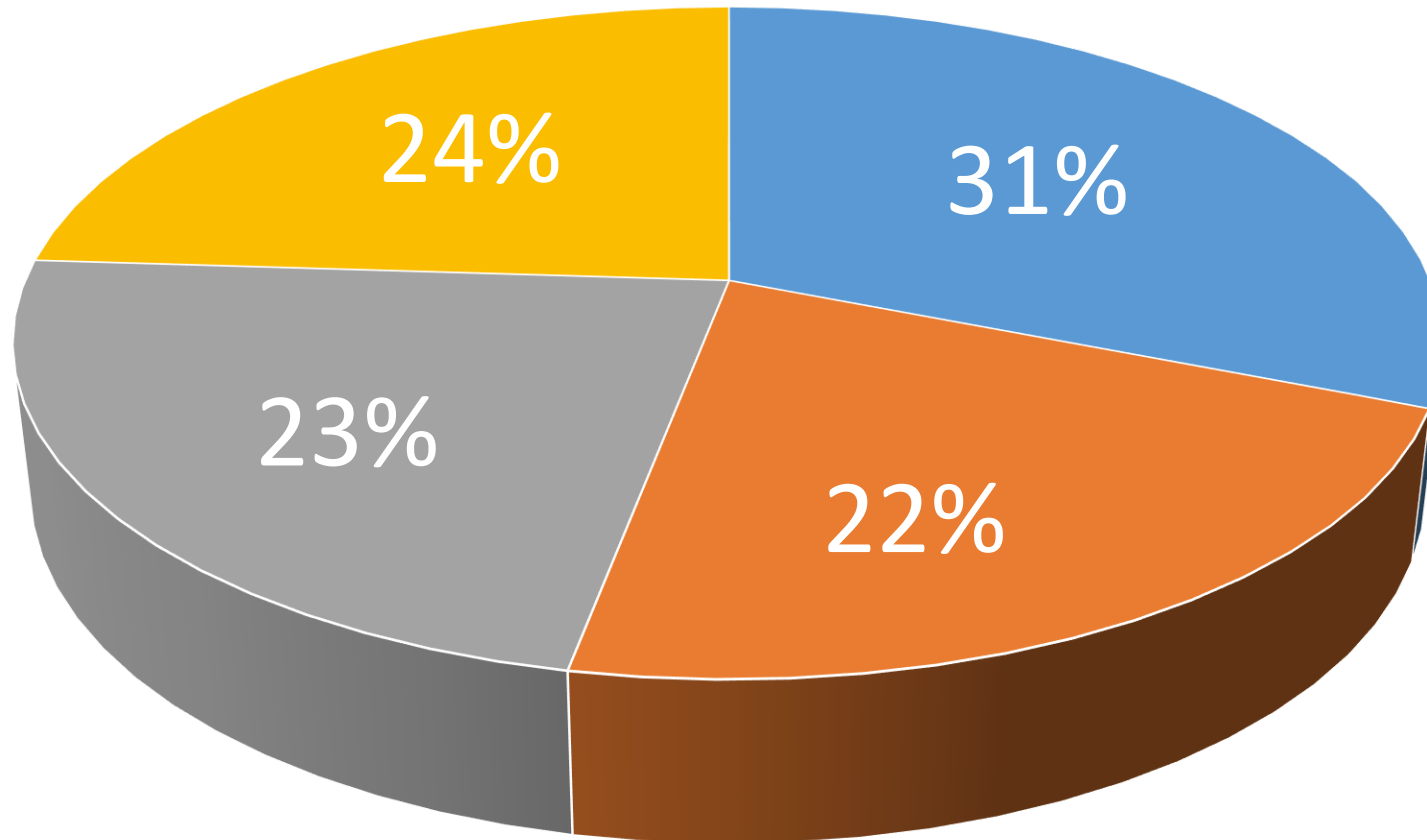
CONSIDER YOUR VISUALS





CHOOSING VISUALS

Highest Area of Student Need

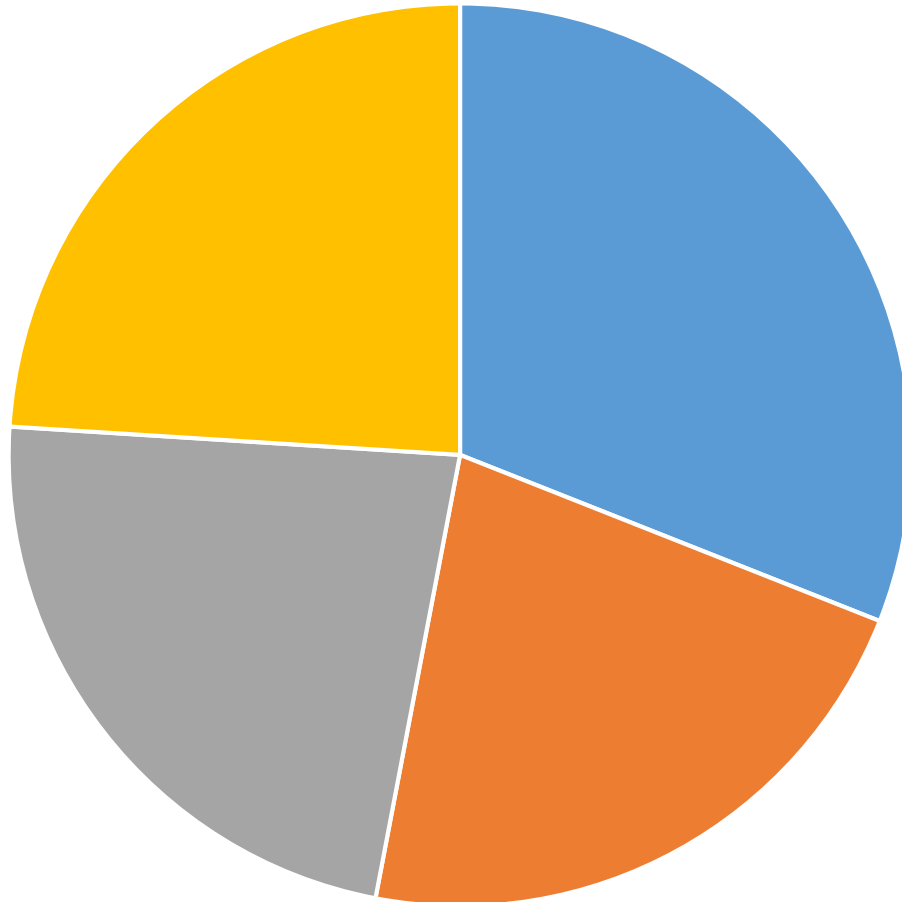


- Comprehension
- Fluency
- Vocabulary
- Writing



CHOOSING VISUALS

Highest Area of Student Need

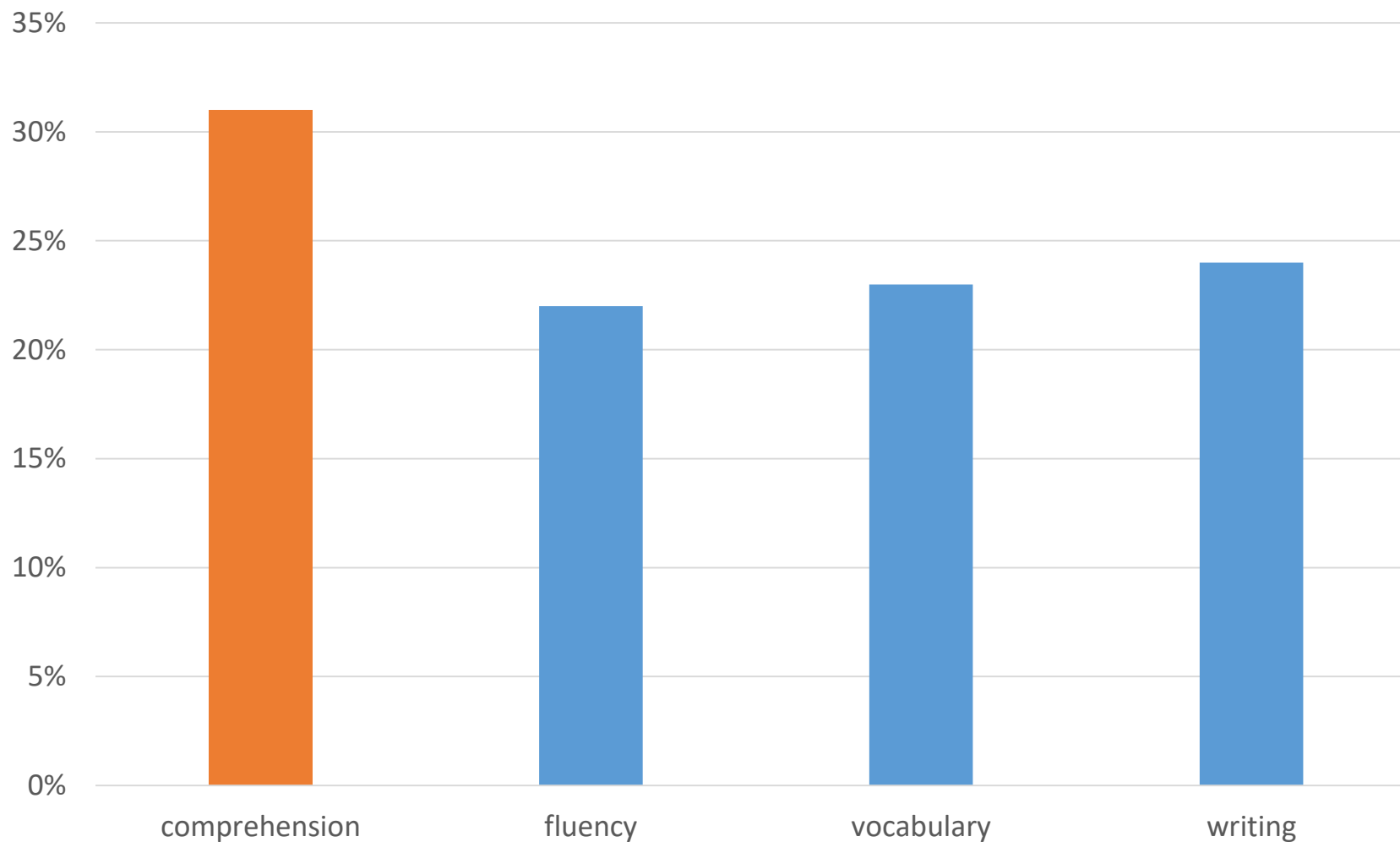


- Comprehension
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CHOOSING VISUALS

Highest Area of Student Need

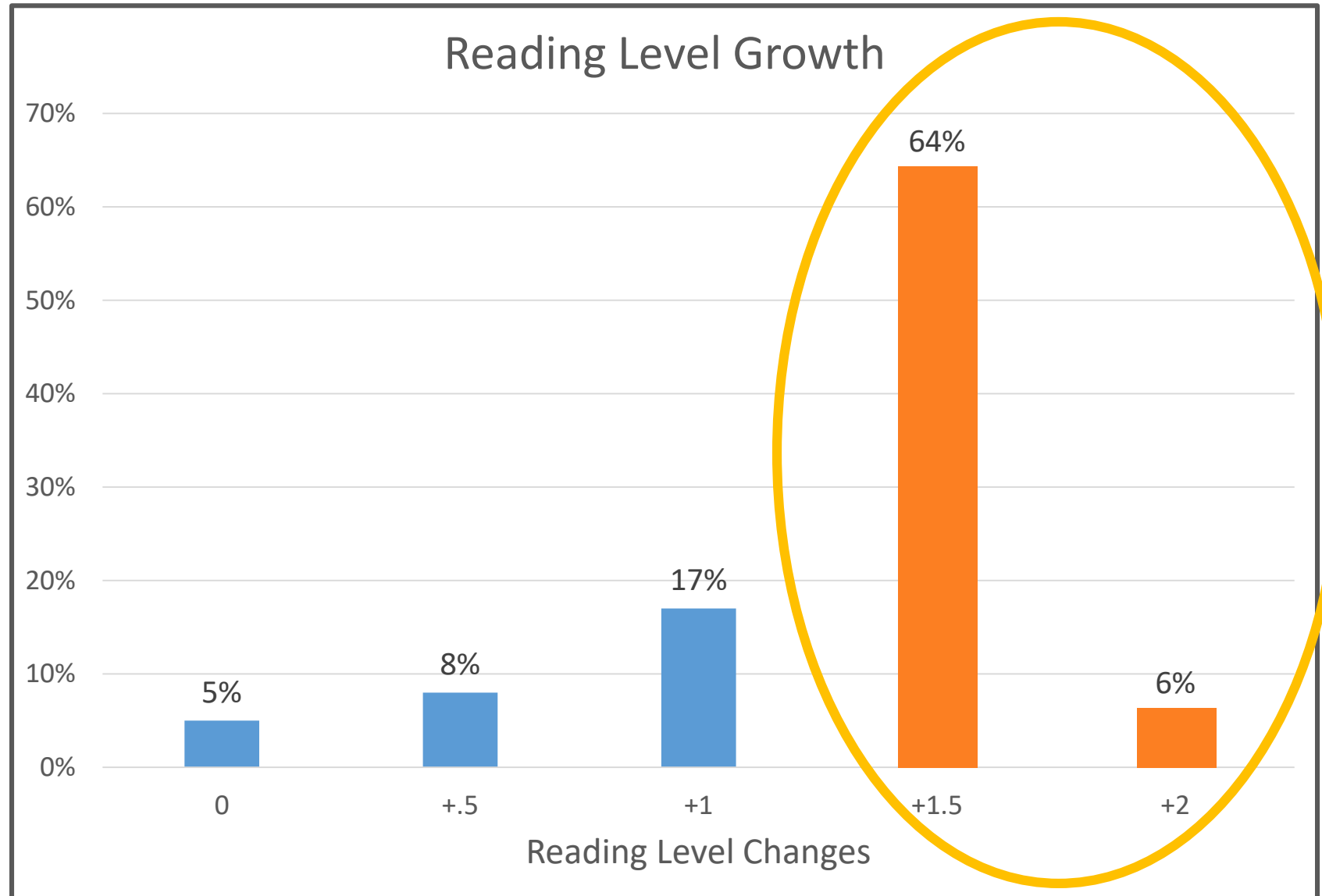




VISUAL PERCEPTION

Gestalt Laws

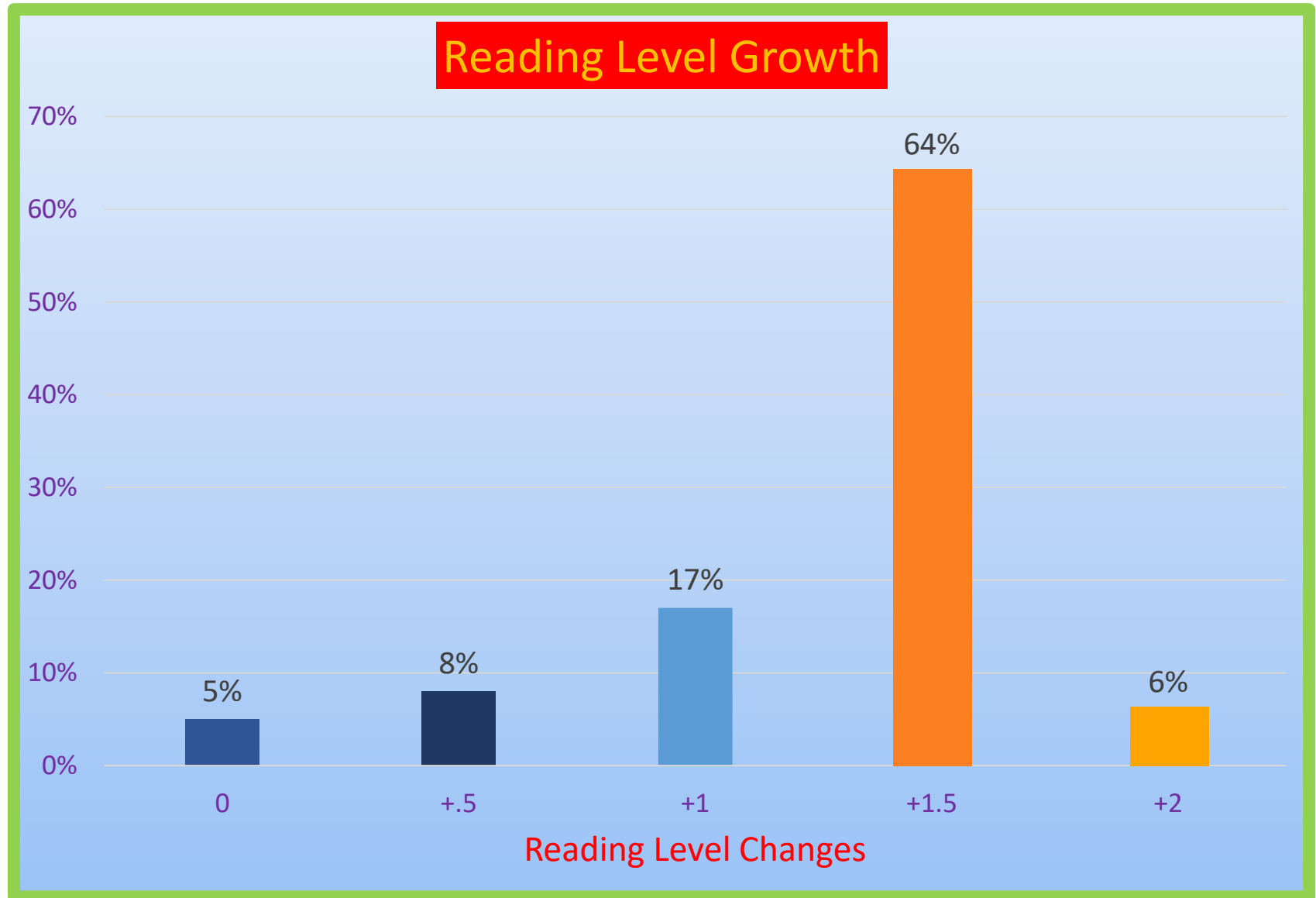
- Proximity
- Enclosure
- Similarity





VISUAL PERCEPTION

Better
or
Worse?

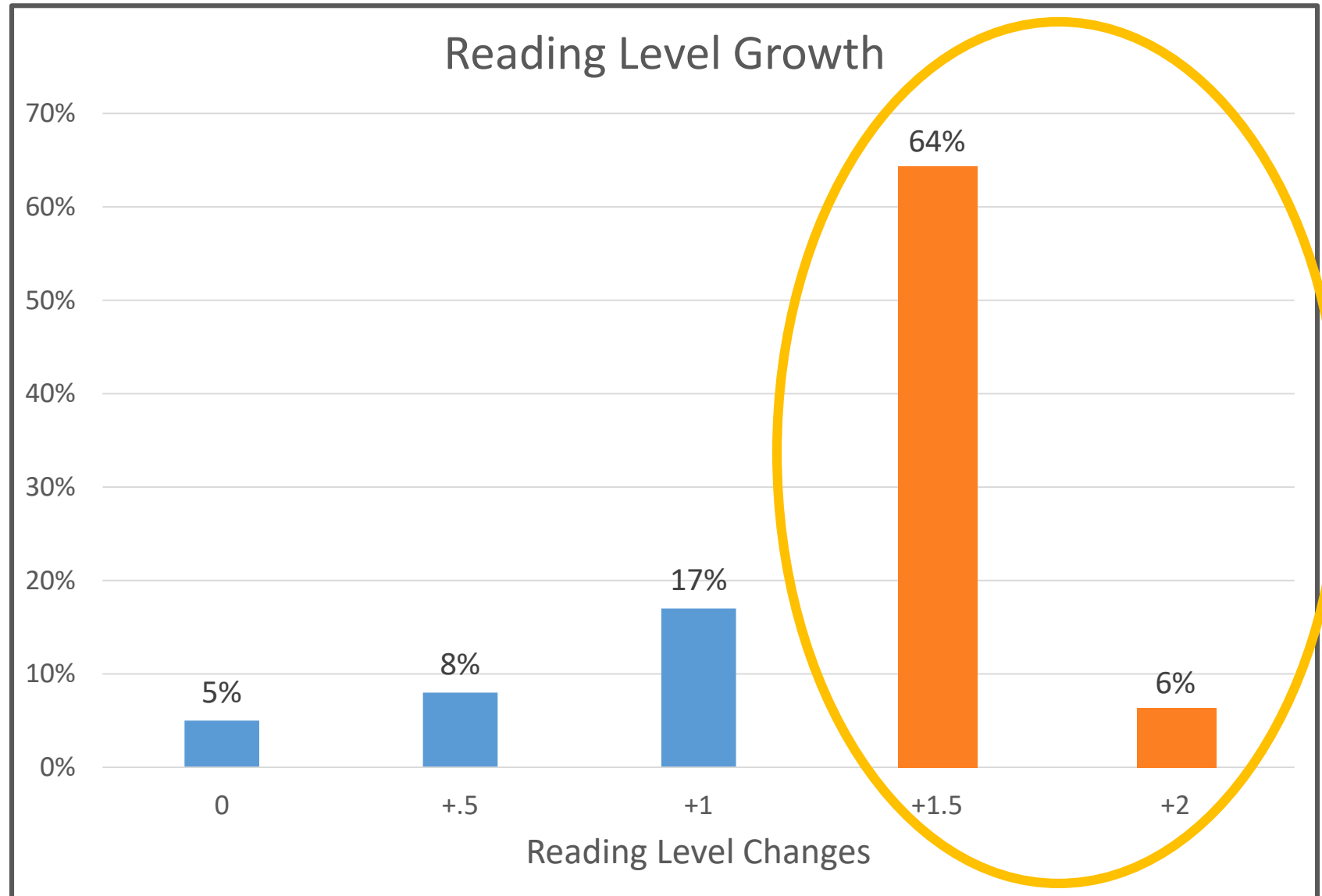




VISUAL PERCEPTION

Gestalt Laws

- Proximity
- Enclosure
- Similarity





ELEVATOR PITCH

- Develop an “elevator pitch”
- Use the Y4Y tool to map out
 - Who
 - What
 - Why
 - Goals
 - Ask



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1

Creating a Program Elevator Pitch

In 30-60 seconds, you should be able to explain what your program does, why it's important, and how partners can help. While delivering a short speech or pitch about something you know sounds easy, it takes practice, feedback, and knowing your audience to do it well.

Use the pointers below to develop a pitch suited to your program and to the partners you hope to work with.

Elements of an effective pitch

- Who – Describe who you are and your organization's experience

- What – Explain what you do and link to important and impressive outcomes you've achieved

- Why – Point out why what you do is important and how it changes the lives of youth

- Goals – Clearly state your goals for the upcoming project or partnership scenario

- Ask – Tell the partner what help you need and why you think they are the right one to provide it

Tips

- Use data and short vignettes to get your point across
- Limit your words and have a few key phrases
- Ask partners what they would want out of the experience
- Be confident and positive
- Practice and get feedback from multiple individuals
- Customize the pitch to each particular person or organization – no two pitches should be exactly alike



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PRACTICE MAKES PERFECT



Practice your pitch:

- Out loud
- On your feet
- With a friend or colleague
- More than once



STUDENT STORIES

What can student anecdotes add to your data story?





CULMINATING PRODUCT OR EVENT



- **Celebrate learning, achievement**
- **Public demonstration**
 - Inventors' fair
 - Community meeting and presentation
 - Play with original script
 - Poetry slam
 - Awards ceremony

HONOR PARTNERS



How can you honor your partners?



You for Youth | Strengthening Partnerships

1

Honor Partners

Training Starter Template

Objectives: All participants in the training will be able to:

- Publicly recognize and honor partners' contributions to the program
- Privately appreciate partners' hard work in ways that will encourage them to stay involved

Total amount of time: _____ Number of participants: _____

Preparation: _____ Materials: _____

Training Opening

- Engage Participants _____ minutes
(Ice breaker/warm up activity related to the topic)

- Introduce the Topic _____ minutes
(Motivate participants, show them why the topic is important, and share objectives and agenda)

Training Middle _____ minutes

(Explain the topic in detail, demonstrate the concept and discuss it, and practice and apply the topic)

- Explain that most people like and want to be recognized for their hard work and contributions. Add that when you often can't pay partners or partner organizations, this recognition becomes doubly important to ensure these partners know you value their time.
- As a group, brainstorm public and private ways to honor partners. Focus on solutions that are no- or low-cost and that are youth-driven (youth-made cards, treats, etc.)



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THANK YOU!

Go to the [Virtual Institute Page on Y4Y](#), **BE SURE TO LOG IN...**

- Courses
- Links to Y4Y Resources
- Discussion Board

Office Hours Today: 2:00-2:30 PM Eastern

Join us for another Virtual Series soon!